Kilham Church of England (V.C) Primary School
Millside, Kilham, Driffield, East Riding of Yorkshire, YO25 4SR
Tel/Fax: 01262 420214
Email: kilham.primary@eastriding.gov.uk
www.kilhamschool.co.uk
Headteacher: Mr R Palmer

Policy Front Sheet

Policy: Teaching and Learning

Adopted: May 2018

Review Date: May 2021

Links to: Curriculum Statement/Policy, Appraisal & Pay policies,

Kilham Church of England Primary School – Teaching and Learning Policy

Introduction & Purpose

INTRODUCTION
The purpose of provision (all curricular and extra-curricular activity) at Kilham CE Primary School is to secure improved outcomes for children within the context of the school aims. The purpose of teaching is to produce improvement and progress.

- **Improvement** is increased proficiency and efficiency within an objective.
- **Progress** is mastery of targets and increasing efficiency and proficiency.
- Progress through sequences of scaffolded targets determines **attainment** level.

MODELS OF LEARNING – not a comprehensive list
There are three main models which describe the learning process, the reception model, the constructivist model and social constructivist model.

The reception model characterises the learner as a receiver of information. In this model - teaching is telling and learning is listening. The learners mind is often compared to a receptacle waiting to be filled. Therefore a failure to learn is often attributed to faultiness in the receptacle.

In the constructivist model the focus is on the learner and their thinking processes. The learner is active in building meaning from their environment – actively making sense of material presented to them based on what they already know. Reflection and review are important because this process requires a standing back from the material.

The social constructivist model insists that learning is a social activity – the construction is done with others and not individually. As this model holds that learning is a social activity, it focuses on language, culture and identity Learning is a collaborative exercise involving argument, debate and knowledge testing.

PUPIL VOICE
At Kilham we believe in the importance of pupils being active in their learning. This means they are engaged, their needs are met and they can reflect better on their progress. Pupils are actively involved in setting learning targets, evaluating and improving their learning and progress. Reading children's reflective termly letters it can be seen how pupil involvement in these processes impacts on learning and behaviour. It is when teaching strategies; the learning process; relationships and environment; and ongoing reflective practice are working together holistically that learning outcomes and learner wellbeing are maximised.

ORGANISING EFFECTIVE LEARNING

The principal mechanism for defining and framing discrete learning is by **objectives**. A learning objective is pursued for a finite period of time - usually a lesson.

Learning objectives take one of the forms below.	
• Know – phrased as - knowledge: facts, names, places, symbols, formulae, events	
• able to – phrased as - skills: using knowledge, applying techniques, analysing, improve, practise, write, etc.	
• understand how/why – phrased as - concepts, reasons, effects, principles, processes, analyse, etc.	
• aware of – phrased as - attitudes, values, empathy, care, social and moral issues, recall, compare, contrast, etc.	
These can be 'developed', 'introduced', 'over learned' or 'further developed' within a topic, scheme of work or skills set.	

Effective learning objectives meet the criteria below and show learning behaviours.	
Start where the child is, this is the purpose of assessment	
Children must be active in the process	
Children need to talk about their ideas	
Children must understand the learning objective	
Marking and feedback inform of progress against targets and how to improve	
Are challenging	

People learn in many ways. Provision at Kilham includes pedagogies which enable all children to learn. The following are some examples:	
Exposition - explanation	
Investigation and problem solving.	
Open-ended tasks.	
Research, with independent access to relevant resources.	
Group, paired and independent work.	
Questioning.	
Presentation and drama.	
Use of ICT, multi-media, visual and aural stimulus.	
Educational visits.	
Creative activities, designing and making.	
Participation in athletic and/or physical activity.	
Homework.	
After school clubs.	
Guest visitors and performers;	
Support used to scaffold task	
Practical resources used	
Rote.	
Drill.	
Practise.	

EFFECTIVE TEACHING

This occurs when appropriate learning objectives are met resulting in good progress for all children over time.

The school's Long Term Curriculum Plan details what is to be taught to each year group in each curriculum area.	
The school's Long Term Plan is used to guide planning.	
Each class teacher creates a termly overview outlining coverage in each subject. This is published online.	
Year 1 to 6 work towards National Curriculum expectations and beyond.	
Foundation Stage work towards Early Learning Goals and beyond.	
Sequences of lessons are planned to address key aspects of learning.	
Assessments and attainment inform lesson planning.	
Expectations are high and challenge is regular.	
Lesson learning objectives are shared and regularly referenced.	
Success criteria are displayed when appropriate to support expectations and independence.	
Tasks are appropriate to ability, including higher attaining pupils.	
Learning is reviewed within or at the end of lessons.	
Lessons can be reshaped according to the teacher's assessment of learning.	
Prompts and regular feedback enable children to reflect and improve.	
Marking and feedback informs pupils of their successes.	
Marking and feedback inform of progress against targets, how to improve and incorporate response time where appropriate.	
Teachers are familiar with equal opportunities obligations.	
All statutory requirements related to matters of inclusion are met.	
When planning for SEN, Passports are used.	
Teaching assistants are deployed with individual pupils or groups.	
Classrooms are attractive and safe.	
Displays should reflect our highest achievements and be aspirational.	
Display should demonstrate progression within the school.	

FIVE CLOSED QUESTIONS FOR EVALUATING PROVISION
The following five questions are used when evaluating provision and consequent outcomes. Here they are placed in no particular order. It is however useful to rank these periodically with staff and children.

The following five questions are used when evaluating provision and consequent outcomes.	
Is assessment accurate? (needs moderation to check)	
Is assessment used?	
Is teaching good?	
Is progress good?	
Is marking and feedback good?	

IMPROVING TEACHING AND LEARNING
The improvement of outcomes for children at Kilham is achieved by the improvement of provision. Targets determine pitch and reach. Headteacher targets agreed by a Governor Panel cascade to the School Development Plan which is then approved by the Governing Body. The SDP cascades to staff Appraisal. These targets are agreed between appraiser and the appraised.
To achieve these targets staff receive internal and external training, coaching, mentoring and modelling. This is determined by staff feedback and monitoring. Outcome focused target challenge is enough to require, reflection, analysis and continual tailoring of provision if they are to be met. See Appraisal Policy.

MONITORING AND EVALUATION
We believe that teaching should be conducted in an atmosphere of trust, respect and honesty. We link our appraisal process with the OFSTED criteria and this policy for teaching and learning in order to provide a clear and consistent expectation of the quality of practice across school.

This policy, along with Teachers' Standards, pupils' standards of progress and attainment and the OFSTED criteria for teaching and learning provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school. Staff development needs will be identified in line with this policy, Appraisal and Continuing Professional Development policies.

When evaluating teaching and learning in school, we make use of:	
Classroom observation.	
Data analysis.	
Analysis of pupils' work and teachers' feedback.	
Planning scrutiny.	
Moderating and discussing the quality of pupils' work with colleagues.	
Learning walks.	
Pupil interviews.	
Feedback from parents and wider stakeholder surveys.	

ROLE OF THE HEAD TEACHER AND GOVERNING BODY
Senior leaders and governors are responsible for school effectiveness and efficiency.
They should:

• Drive strategic improvements in provision and outcomes.
• Monitor the effectiveness of teaching and learning in raising attainment.
• Ensure that staff development and appraisal promote improved outcomes.
• Support improving pedagogies through resource allocation.
• Ensure premises are best used to support provision that improves outcomes.
• Monitor health and safety regulations and compliance.
• Class teachers deliver annual reports to the Board on whole school curriculum development and children's progress in line with appraisal targets.

PARENTS/CARERS
We inform parents about what and how their children are learning by:
• Being available for consultation when needed in a timely manner.
• Producing written progress reports for termly parent consultations.
• Providing homework projects.
• Arranging presentations or meetings to explain specific developments.
• Publishing documents and updates on the school website.
• Inviting parents to classroom, phase or curriculum events and performances.

Parents have a responsibility to support their children and the school in the implementation of school policies. See Home School Agreement for expectations and more details.